

The University Grants Committee's latest statistics relate to the men and women graduating in the summer of 1975—that is, those who entered university in 1973 or 1972. Then, if you remember, there was a mini-boom; the public sector was still recruiting in a big way, and concern about the need to send the best brains into the service of the best brain-intensive sector had not reached the present level of rhetoric.

The figures have to be seen, therefore, more as a statement about history than a necessary guide to present student attitudes or career decisions by students in a world of public services, notably education, has been sharply reduced. Even so, the links between higher education and useful employment are closer than they may at first sight appear. It is a pity that all those graduating go on to further study or professional training, and thus postpone the evil day when the real world impinges. But more than half of these are arts graduates whose training offers no marketable skill and who need to augment their honourous degrees with professional qualification before they can make a useful contribution to working generations unless they are among the fairly small number who take a few bits of life like Unliver. Moreover, half of all those who go on to

The two voices with which the Goodman report speaks about the charitable status of public schools (page 3) illustrate the unresolved difficulties which stand in the way of carrying out the government's attempts to deprive such schools of the status of charitable institutions. The first voice, that of the "law" (and the dearth of authority) to be taken into account in considering the entitlement of the institution to charitable status," the report states, "it should in our view, if it is already the law (and it is), be taken into account in considering the entitlement of the institution to charitable status."

In certain passages—those which most incense Mr. Ben Whitaker, who has produced a minority "report" on the report—Mr. Whitaker states that to abolish private education is a political decision, but this political decision should not be obliquely pushed forward by inserting "virtually" in the law.

This seems to reject the radical attack on the public schools and, specifically, the House of Commons Select Committee proposal. But Lord Goodman and his colleagues only reached this view after discussing generally the question of education, which offered services at high cost—mainly schools and hospitals—and for this reason were open to charges of exclusiveness.

"If the facilities offered . . . are so expensive that only a small

Nasty, negative and nihilistic would all love — and regularly
 bleed — for them. Johnny Rotten, good money — to hate.
 But the more you know about them, the more you love them. Not for nothing, of course. You might

new form of punk has been born. The new wave, or "glam," would attract people in volume to rock stars like nothing which preceded it. One American wave to put the foot down on the British new wave sound was the clearly not to be trifled with. One punk rock county income continues being rolled in from the San Francisco regularly packed to the brim, where they were in time for the packed their children. It seemed weird to turn on the presence or absence of certain four-letter words. The impression generally given is that if only the punks would "clean up their act," they could be the new darlings of middle-class America in suburbia. At least we have two

Frances Stadden

Further education could be a way of giving a leg up to ethnic minority children who have failed at school. Most low level form entry courses are geared in a traditional way towards the requirements of industry. No allowance is made for language difficulties or lack of basic qualifications which exclude many black school leavers.

At the other end of the spectrum, in pre-school education, where children from non-English speaking homes could learn English, so closing the gap—larger for them than for any other children—between home and schools, little money is made because of the small numbers of children. The 74 per cent of West Indian women (compared with only 43 per cent of the general population) who go out to work.

Further education by the NERS of multi-racial schools in 1971 showed that although a large proportion of immigrant children stayed on to take were of a lower level.

The Act also bars discrimination, in effect as well as by intent, by providing a way of getting deeper causes of racial discrimination, for example the number of immigrant pupils in the school at the last count four national average. Schools may have to prove that they are using culturally biased text about the children for ESN and L.E.A.s, which do not have policies to remove handicap as not being able to speak

The poor showing of ethnic minorities in the housing and job markets is often caused by their disproportionate lack of educational qualifications. It is unlikely that this will be improved unless education receives higher priority in the new commission.

Furthermore with the present public expenditure cuts, progress must depend more on changing the attitudes of teachers who do the same to the children in the same building with the same resources than on squabbling over large but unavailable cash sums.

The Department of Education and Science has been equally slow to recognize and tackle the clearly distinguishable problems of ethnic minority children. Those who do need help have been unable to get together in the broad category of 'educational disadvantage'. In the past year the parliamentary select committee on race relations, the CRC's education department, local branches of the National Union of Multiracial Education throughout the country, Mr Max Morris, former president of the National Union of Teachers and the

clauses so that local authorities can provide special provision for ethnic minorities. It will allow schools to appeal to the parents of a child to join the school to meet the needs of a child of the same race. This may be done officially to at least the forms of positive discrimination.

The legislative framework exists for pursuing progress in multiracial education. It is a specialist: EFL teaching, teaching for West Indians, basic skills courses in inner-city, in-service teacher

Lip service to notion of a plural society

From a school to higher education, the British education authorities have been slow to respond to the special difficulties that minorities face. Some authorities have not bothered to appoint an adviser. To make a specialist in multiracial education part of the senior management team as the London borough of Ealing has done is quite exceptional. Lip service is paid to the notion of a plural society and to the ideal of integration as opposed to assimilation but curricular courses and

chief education officers, brasserie managers, Rastafarians, and the Archbishop of Canterbury, Relling, Kirkcaldy, and Waltham Forest have all publicly expressed their concern over the educational performance and prospects of black school children. The DES still refuses, however, to authorize the routine collection of statistics which is the only way of showing how the various ethnic groups are faring.

The DES was strongly criticized by the CRC earlier this year for the guarded optimism of its evidence to the select committee. In its own evidence, the CRC took the DES to task for failing to consult properly with ethnic minorities and

better pre-school preparation, curriculum reform, and raising standards in mother tongue. Such authorities will also have to reckon with the new competition powers to undertake research in public education and to conduct its own form of inspections into practical conditions in schools and organizations including government departments. It will be using courses of special advantage.

Balance between enforcement and promotion

... discussion will be...

The Centre for Information and Advice on Educational Disadvantage in Manchester was set up, it pointed out, as a direct consequence of the Education Committee's 1972 report on education. Why then was there only one West Indian and one Asian on its governing body? And in the equally crucial assessment of performance until no minority representation at all by the Education Committee? It was teachers' professional authority, associations but none of the many black organisations either on the issue of statistics or on the EEC's draft directive on mother tongue teaching, on which it was asked to give the British Government advice. The lack of racial education has been made by the CRC's education department. Through a regular bulletin (there are 42,000 subscribers) a series of publications and conferences all over the country it has brought all the issues of race out in the open but with limited powers and resources its impact has been necessarily

The Commission will be demanded information relevant purpose of the issue non-discrimination notices enforceable action. It will also help individual advise and help individual plaintiffs.

If the commission will perform and take power will kind of balance it will be kind of law enforcement national view is not yet This will be one of new sensitive areas for new department. These good results on the ground have depended on the abuse of money rather than else.

What is clear is that could and should be line of the assault on discrimination. Before my intervention are taken about the way the commission works in favour of private and department of health and warrants that it need be recognized to be fully recognized.

The reduction in the Government rate support grant to local authorities will lead to increased tuition fees in higher and further education, raise the price of school meals from 15p to 25p, cut free and assisted places at independent schools and prevent staff increases.

Some day nurseries and day centres will almost certainly close, although some exceptions will probably be made to meet the special needs of disturbed children and the mentally ill.

These implications are spelt out by the Government in a paper explaining how it arrived at next year's reduced rate support grant figure and what it expects the effect to be.

In-service training will probably be an early casualty and many teachers' centres may find the scope of their activities considerably reduced. Large-scale closures may even be effected. The most severe cuts will probably be made in non-teaching ancillary staff. And libraries will not come out of it as well as the rate support grant order seems to imply; its promise of an increase in the volume of expenditure is a token promise and few communities rather than a promise to fulfil them to their fullest extent. So libraries will probably have some empty shelves, and book stocks in existing libraries are unlikely to be much augmented next year.

The forecast expenditure represents a reduction of around 11 per cent on the level of 1965-66 for the current year. This takes account of changes expected in the number of pupils in the schools and of the number of students in higher education and expenditure sufficient to maintain teacher-pupil ratios at their present level.

The order expresses hopes that in-service training and induction training for teachers will be given priority, but there are indications that local education authorities will see those as among the easiest to cut, since both can be reduced without loss of quality.

"We do not give these the same priority as the secretary of state," said Mr Gordon Cunningham, education officer of the Association of the County Councils of Great Britain. "These things are very important but we are not going to be able to spend the money available in the way suggested. We are to maintain teacher-pupil ratios."

The Government yesterday published its long-awaited consultative document on devolution to English regions.

Timed to introduce what it calls "The English Dimension" into next week's second reading in the House

form or possible wholesale reorganization of the local government structure could involve education very directly in any action decided.

The document rules out a single English Assembly with legislative powers, or a series of regional

ment and other nominated regional bodies such as water and health services. "These might be accompanied by multi-purpose district authorities whose responsibilities might include housing, education, social services."

sidered that the present level at which decisions are taken (Whitehall/nominated bodies/counties/districts) is wrong?

Is there a case for an English Development Agency or for English regional development agencies?

of Commons of the Scotland and Wales Bill, the document contains no Government proposals.

Instead it sets out to discuss the merits of the (Scottish and Welsh) proposals for devolution and to set out the factors to be taken into account in assessing the case for and against various possible changes in England."

Lists various possibilities for change, and states that the Government under the heading of "radical" or "limited" change, putting the pros and cons for each and thereby making it clear by implication that its own preference lies towards the most limited change possible.

assemblies with legislative powers or anything that would amount in practice to a form of federation (which was rejected by the Kilbrandon Commission).

It is made clear that, whereas in the Scottish and Welsh context devolution means transfer of powers from a central authority, changes in the structure of government in England could involve taking some powers from local authorities as well as transferring powers to them at its most radical lead to another local government reorganization with a regional tier replacing the county tier, and enlarged districts. Examples of "radical" change out-

The document says that an alternative to such wholesale reorganization of the present structure might be to embark on a process of local government reform. Examples of such limited change that could include the strengthening of regional advisory bodies or the modification of present local government arrangements.

The chief factors to be taken into account in considering changes are listed as: (1) maintaining the powers of ministers to maintain national policies; (2) financial (reorganization would be very costly and block grants are clearly preferred to regionally raised taxes); the prob-

What are the advantages and disadvantages of such change? Is some form of radical change, e. some form of limited change?

people in England have a sense of regional identity enough to support regional units of government? What principles should determine the boundaries of such units? Should the boundaries be drawn? If many regions should there be? What should be about London and the South-East?

If regional units were set up, should their functions be only advisory and non-voting or should they have executive powers?

How should any such units be financed?

Would the development of regional institutions solve some of the national problems? If so, which?

It then backs up promises of more open and consultative government by throwing the matter open to public debate. This will be done not just by the normal process of departmental and inter-departmental and inter-agency consultation, but by inviting members of the public to send in their own comments.

Though education gets only two passing mentions in the consultative document its suggestions about re-

● a series of elected regional assemblies exercising specified functions transferred from central government. "If these bodies followed the pattern proposed for the Welsh Assembly the administrative policies in such matters as education, health, housing, water supply, local government and land use would be largely determined at regional level."

● Elected regional authorities drawing powers from local govern-

ment of boundaries; and the potential for new or existing institutions.

The DES, in common with other departments, will be asked to think up its own round of consultations with organizations. Meanwhile, members of the public are invited to send their comments on the following 11 questions intended to focus discussion in the Constitution Unit, Cabinet Office, Great George Street, London SW1A 3AA.

In what fields of government responsibility in England, if any, is it con-

Would substantial variations between regions in the standard of public services, and in the spending per capita, be acceptable?

What are the deficiencies in the present structure and distribution of functions within local government? How might they be remedied, broadly within the present structure?

What is the degree of urgency of any changes in English arrangements which may be desired?

Constitution Unit, The English Document HMSO, 45p.

Public schools should continue to have charitable status and the financial advantages that go with it, Lord Goodman's committee on charity law has decided.

This goes against the Labour Party's 1974 election manifesto and the longstanding view of an all-party House of Lords committee which surveyed the subject last year. And, as the TES reported last month, the Goodman committee's report—*Charity Law and Voluntary Organizations*, which was published on 20 February—was also against the Government's view. The report from Mr. Ben Hammersley, former Labour MP for Hammersley

and director of a charity, who thinks that public schools should not have the benefits of charitable status. Mr. Appleby, however, argues that any decision to place a charitable status on private schools is political. "Our view is most strongly that any such policy should be implemented directly by political decision. It would be remarkable if at this time, education is so widely regarded as one of the main national issues in which civilized life depends—let alone economic life in a technological age—advancement of education were to be withdrawn from the hands of the public."

Charities which charge should not continue to receive charitable status. This, he says, benefits the already well-off at the expense of poorer taxpayers. "The net result can be a redistribution of advantages from the less well off to the rich—a concept of charity which has occurred even to Jonathan Swift, and requires his pen to do justice to."

"With all due respect to my colleagues on this committee, I cannot help feeling it is unfortunate that—as so many committees I

from the ambit of charity." The committee says that the private law "makes" a "very considerable" contribution to exclusion. But it tempers this enthusiasm by saying that a point might be reached when a school was so expensive or exclusive that only a handful of people could take advantage of it.

Where there was such exclusion, charitable status should not be granted.

It would be wrong, however, to eliminate from charitable status all charities which charge for their services. This "would result in restricting charities to those

this country which consider public policies—there is not a single representative of the working class in any of the society among our members."

More generally, the committee recommends the Charities Board advise the Charities Commission. It rejects any definition of charitable status as not "practicable" but recommends greater political freedom for charities.

Charity Law and Voluntary Organizations. Report of the Goodman Committee, £2.00 from National Council of Social Service, 26 Bedford Square, London WC1B 3HU.

The Department of Education and Science has asked 10 colleges and polytechnics to mount special one-year courses to retrain unemployed teachers as teachers of handicrafts. Each college would be able to take on between 15 and 25 teachers in addition to their agreed student numbers.

A spokesman for the DES said this was the first response to recommendations from the Advisory Committee on the Supply and Training of Teachers to relieve teacher unemployment and staff shortages in certain subjects.

The DES letter to colleges this week said "it is essential that courses should not be provided unless there is good evidence of adequate demand and sufficient numbers of vacancies for those who complete retraining." The colleges have been asked for an early reply.

The DES are considering similar courses to retrain teachers in mathematics and, possibly, chemistry and physics.

Pros and Cons
Cliff Parfit

This pack of discussion cards has been devised to provide talking points on questions of morals and manners raised by teenagers (the issues themselves are based on a study of "teen magazines"). Most of the cards, which may be used for oral or written work, are illustrated and are particularly suitable for average and below average ability pupils of 14 out 14 upwards. The full pack consists of three groups of cards including a short teachers' pamphlet. The three groups are:—

So I said . . . 23 simple captioned drawings, touching on such issues as honesty, integrity, responsibility, justice;
 Griefs and Boyfriends . . . 14 character studies and two short stories for discussion (or as a basis for written work);
 Problems . . . 8 cards, some being short stories for completion, others being typical questions raised by young people.

£3.50 per pack 0 340 20832 5

Teachers are invited to write for an inspection pack, on approval

Ten Science Fiction Stories
 R. A. Banks (editor)

calculated which the DES has put forward, they will have to argue that even if the system of increments does involve a rising cost, it does not really give teachers an unfair advantage over other workers, the Government rule on increments is ultimately only a guideline and overlooks the fact that many manual workers have to be able to take their home pay beyond the limits of the incomes policy without infringing it.

If the unions fail to win either of these facts or the principle involved, their complex series of problems will arise over allocating whatever reduced sum is awarded to them in Burnham.

Spread equally, the incremental cost of adding the DES's £14m figure, would mean about a £300 smaller rise for every teacher.

One question which will then have to be decided is whether those

at the top of their scales should get less than the full pay rules limit because of the cost of other people's incremental rises; or whether those at the bottom should get more from the award, while those teachers still entitled to further increments get a correspondingly smaller share.

Mr. Fred Jarvis, the NUT's general secretary, said that whatever was decided, the DES would have to make a rise which teachers eventually get payable from next April will be small. And he emphasized that there was no question of the incremental rise being a permanent one.

Teachers in further education who are expected to make their own maximum pay claim through their separate Burnham committees, may also be expected to appear before the local authorities. The brief being prepared for the employers' panel casts some doubt on the assumption that incremental costs in further education are also rising.

Way to save colleges

8f. Some of the 30 unattended colleges of education may be saved by an increased provision for In-Service training, for which a money grant has been set aside. This splendid opportunity at least to establish staff colleges for the further education and training of prospective and existing head teachers, together with administrative advisers and inspectors, local and national, concerned with the management of education.

staff college at Blagdon. Now is the time to affirm that the quality of educationalists counts as much as their quantity by setting up in available accommodation a staff college for Spillers for the leaders of today and tomorrow in the fields of primary and secondary education.

D. T. M. MICHAEL
Joint hon. secretary,
Headmasters' Association.

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Incumbent
Council.

March 1966. Number 14 15

the NUT's biggest increments for a whole generation of their juniors. Furthermore, they claim that many of those who are deferring retirement are already at their maximum, so that they will get no more incremental rises next year.

The union's researchers are also questioning the accuracy of the DES survey data. Mr. Peter Macdonald, of the NUT's industrial department, said this week that all the complaints from the union's members and the DES view that a large number of teachers now being recruited were married women recently entitled to increments for their past service.

And the unions fail to disregard the

fact that, if the DES figures are correct, the increase is ultimately only a guideline and overlooks the fact that many manual workers have been able to increase their take-home pay beyond the limits of the incomes policy without infringing it.

If the unions fail to win either on the facts or on the principle involved, the battle in local education problems will arise over allocating whatever reduced sum is awarded to them in Burnham.

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get a correspondingly smaller share.

Mr. Fred Jarvis, the NUT's general secretary, said that whatever happened, the effect on the Burnham rise which teachers eventually would be payable from next April will be small. And he emphasized that there was no question of the increment being held in local education authorities in further education, who are expected to make their own maximum pay claim through their separate Burnham committees, may encounter less opposition from the local authorities. The brief being prepared for the employers' passage casts some doubt on the assumption that increments will be in further education are also rising.

DES rejects inquiry into Avon resignation row

management system was a job for

Mr Walker is dissatisfied with the reply and has written to the Shirley Williams, the Secretary of State, to point out that it "says absolutely nothing".

Meanwhile Mr Gervais Walker, the chairman of Avon County Council has promised a deputation from the Society of Education Officers to produce a new job specification for the now vacant post of chief education officer. The reply which has been described as "very woolly" documents sent out to early applicants.

Mr Walker has also had a long talk with the coopted members of his own education committee about the Williams affair. He told them it had always been intended to review the working of the corporate management system after two or three years. He agreed that communication was poor at various levels and admitted that it might have broken down between committees.

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The Government, he said, agreed with the Supplementary Benefits Commission that supplementary benefit was not in principle the appropriate forum to which students should be referred.

There was no question, as some

press comment had suggested, of any of this becoming operative before Christmas. Subject to the above, the following was the view that it should operate from the academic year 1977-78.

This was a sensible realignment of sources of student support, subject to harsh provisions. It in no sense represented any unfair picking on students.

Discrimination Act hits girls

Some of London's most popular schools are being forced by the Sex

Discrimination Act to admit more boys than girls, according to a report from the Inner London Education Authority.

Nine oversubscribed mixed schools, it says, were unable to offer places this year to girls who would normally have been accepted.

Before the Act, mixed comprehensives were regarded as having half of their places for boys and half for

girls but now it is unlawful; in refusing to admit a pupil, who would otherwise be normally admitted, on the grounds of sex.

Mixed schools which previously maintained a balance of boys and girls this year recruited children of each sex in proportion to the numbers of applications from boys and girls—and mixed schools get more applications from boys than girls.

The IEA is worried that this imbalance will get worse, and has sought the help of the Equal Opportunities Commission. The commission said the same difficulty had arisen in three other authorities.

Discrimination Act hits girls

ART into LANDSCAPE

This competition sponsored by the Arts Council and *The Sunday Times*, provides a fascinating chance for everyone to use their imagination to make some of Britain's less appealing nooks and crannies—ranging from blank brick walls to slouches—into

something exciting. There are special prizes for school groups and individual school children (£200 and £50) for each of the 12-elles and the possibility that a winning scheme will become reality.

A booklet, containing details of each site is available from The Serpentine Gallery, Kensington Gardens, London, W.2. Tel.: 01-462 8075 on receipt of a large stamped addressed envelope measuring 12½ in. by 9 in. and bearing 23p in stamps.

Please send me my free copy of the Guild Sound & Vision Walt Disney Film Catalogue.

Name: _____ Organisation: _____

Address: _____

Mixed feelings on fees

by Frances Gibb

Reaction to the Government's revised proposals for increasing tuition fees in 1977/78 was mixed this week. The Council for Local Education Authorities welcomed them, but the Association of Polytechnic Teachers were critical.

CLERA had made representations to the Secretary of State against the July proposals. The new proposals, announced last week, met its objections in part.

These were that an undergraduate fee of £650 a year would have led to a reduction in the number of self-supporting students. This is now to be £200 for home undergraduates although it remains the same for overseas undergraduates.

Because they would not have to pay fees, students might be tempted to take courses which qualified them for mandatory awards rather than more suitable courses which only qualified them for discretionary awards.

Pressures on the discretionary award system would be increased, CLERA said, because the payment of fees would increase the immediate financial burden of local education authorities' estimates at a time when they were obliged to cut back all expenditure.

The APT welcomed the proposals as an improvement on those put forward in July, but maintained they were still too high. "Such large increases are likely to have little effect on students awarded mandatory grants but are likely to bring about a reduction in student numbers on part-time courses with consequent deleterious effects on training in such important areas as business and management."

The increases would add another constraint to the polytechnics' attempts to maintain the full range of provision for which they were instituted.

The increases, which the Senate views "with dismay", will affect particularly 10,000 home undergraduates who do not qualify for local authority grants, home post-graduates supported by parents, sponsors or earnings, overseas students, of whom 45,000 are self-supporting. The new fees will penalize particularly those from the poorest developing countries.

—THES.

Students plump for state jobs

One out of every two students stays in the public sector after leaving university either by working for a higher degree or by joining the Civil Service and nationalized industries. Of the students who stay on to do postgraduate work, one in three eventually finds a job in industry and commerce and the rest stay in the academic system or teach or join the public service.

These two conclusions are drawn from the annual figures prepared by the University Grants Committee showing what becomes of university graduates. They apply to students who graduated in the summer of 1975 and were surveyed at the end of the year.

The breakdown of the "first destination" of students after graduation last year showed that out of every hundred, 11 aimed at a higher degree, 13 went into teacher training, 14 into the civil service and local government, three straight into teaching, 13 into industry and seven into commerce.

Language unit may close

The language development research unit at Aston University, Birmingham, which has just produced the *Aston Index*, a classroom test for screening and diagnosing language difficulties, may have to close. Funds are running out.

The unit consists of Dr Margaret Newton, senior lecturer in the department of applied psychology, Mr Michael Thomson, a research fellow, a research assistant and a secretary. They are paid out of money given mainly by Cadbury and the Bryant Trust. This is almost exhausted.

The research assistant leaves at the end of the month and the secretary will have to leave in March. So far there has been no response to hundreds of appeals to industry and charities.

The team had a small reprieve last year when the university offered Mr Thomson a fellowship for two years, but it still needs £5,000 a year for a new research assistant and the secretary.

The unit carries out several tasks — diagnostic research into written language difficulties in children (usually called dyslexia), applied research, which led to the index, a clinic for dyslexics and an information service.

Mr Thomson says it is a pity funds are so low. The Bullock report emphasised the importance of early diagnosis of language difficulties, but language difficulties; it would like to do more research in that field.

The university had room for more

different for the science and the arts specialists, with seven scientists taking industrial jobs for every one arts graduate. Many more scientists entered full-time jobs rather than stay on for further university training or teachers' certificates.

In 1975 nearly 1,500 graduates left Britain to take jobs abroad. Out of this, about one in 20 of the male engineering and technology students went abroad. A roughly similar proportion of the social and business studies students were tempted overseas.

By contrast, women graduates were less likely to emigrate and only about 3 per cent got permanent jobs abroad.

The UGC figures confirm existing trends in graduate employment. For example, they show that the proportion of students entering public services continues to grow. In 1974, about 31 per cent of graduates got jobs in local government, the civil service and the National Health Service. Last year

it had increased to just over 34 per cent.

The other side of this shift is a fall in the number of graduates going into industry. While nearly 10,000 graduates got industrial jobs in 1974, their numbers dropped to 8,500 last year.

The number of women who got such jobs was small. For every female graduate taking a job in engineering there were 18 men, in accountancy the ratio was one to seven, in banking and insurance one to 16. Only in the world of publishing and entertainment did women do better.

The table links together all the graduates of the 1971-2 generation to illustrate the employment pattern. It shows those who graduated in 1972 went, less those known to be going to study for a higher degree, plus those who gained higher degrees in 1975 on the assumption that such degrees take three years to complete.

—THES.

First destination of University Graduates 1974-5, HMSO, £1.85.



One graduate in two will go into state sector

More room for adults

Universities and polytechnics will have to admit more mature students in future because the fall in the birth rate means fewer 18-year-olds, Mrs Valerie Hall, a tutor at the City Literary Institute, said this week.

Demand was already increasing as more and more adults were wanting the education they had been deprived of at an earlier age, said Mrs Hall, who was speaking at a 40-strong conference on mature students at Avery Hill College's Mile End annex.

Mature students could bring more to degree courses, Mrs Hall said, because they questioned the type of education they received. Their influence could lead to courses geared more to students.

Their presence could also lead to new types of degrees because curricula could be devised which made use of their previous work experience. Finally, they brought to the colleges a higher level of motivation and experience than did other students, and this often affected others.

Mrs Naomi McIntosh, Pro Vice-Chancellor Student Affairs at the Open University, did not agree that degree courses should be changed for mature students. She was most concerned about access to degree work and warned that even if the barrier of A levels was removed and other routes of entry allowed, there were other barriers harder to break down, such as the financial and family commitments of mature students.

Diane Spencer

Third can opt out of science

Science can be completely left by 14, 15 and 16-year-olds in a third of East Midlands schools, according to a survey by the City of Nottingham.

Out of the 174 schools queried, 30 per cent allowed pupils to leave a group to opt for no science at all, concluded the report, which prepared for in-service science teachers and Power is undoubtedly a major ministry. Mr Barry's departure for Education is seen, unambiguously as a promotion.

Secondly, it indicates the Prime Minister's determination to ensure that there will be no substantial changes in the organization of education throughout the country. Apart from third level, where long overdue changes are eagerly awaited, much of the thrust of the past three-and-a-half years has been designed to strengthen existing structures — including selective — at second and first level. Mr Barry's thinking is believed to be close to that of the Prime Minister on these sensitive issues.

They also made for less television or curriculum music developed for them and was interested in in-service course science education. More than half (53 per cent) of the 628 primary teachers questioned knew School of Education.

In primary schools he found teachers who said they did not teach science as it arose in the context of other lessons, rather than as a specific period for a subject. They were mostly women or those with no training in science and they seemed to have little sympathy for the objectives of science education, said Mr Bradley.

They also made for less television or curriculum music developed for them and was interested in in-service course science education. More than half (53 per cent) of the 628 primary teachers questioned knew School of Education.

On the march — again? Spring and summer of next year may see renewed attempts to get some secondary teachers, if current legislation on job protection goes through Parliament substantially unaltered and if the teachers concerned fail to win any significant concessions from the religious authorities who are their employers.

The union concerned is the Association of Secondary Teachers (Ireland), and the members of the union most affected are teachers who have to sign probationary contracts on entering the profession for the first time or on changing jobs, irrespective of how much service they may have given.

The situation of teachers in religious secondary schools is anomalous in that, although the bulk of their salaries is paid by the state, the school in which they are employed pays school teachers a "school salary" of a maximum of £400 per year in order to create a contractual relationship between the teacher and school manager, who is the employer.

The contract of employment for teachers in these schools, which has remained substantially unchanged for more than 30 years, is in relation to union activity and there shall be no objection to a teacher joining a trade union as long as the union conforms in its aims, constitution and objectives to the accepted doctrine and moral practice of the Catholic Church.

The same contract lays down a sharply delimited appeals procedure — essentially in the case of dismissal — to the religious authority rather than to any independent arbitrator, much less a state agency like the Labour Court. But probationary teachers are denied even this protection.

As things stand, they can be dismissed without any sort of redress at any time during the initial probationary period, which for the majority of teachers is two years, although any subsequent probationary period.

John Horgan

What life is like in care A group of children in care are writing a book, which the National Children's Home is likely to be brought up in care.

More of the same with new minister?

The appointment of Mr Peter Barry as the Republic's Minister for Education has caught both political observers and educationists almost completely by surprise. Mr Barry, a personable politician from Cork, who is also head of one of the city's large commercial families, was Minister for Transport and Power, a job which did not guarantee him much of the limelight but in which he is generally credited with an excellent performance.

He was certainly not rumoured to be interested in the job, unlike at least two potential rivals, the Minister for the Environment, Mr O'Donnell, and the Parliamentary Secretary to the Taoiseach, Mr John Kelly. And, while Mr O'Donnell is a former primary school teacher and Mr Kelly a university professor, Mr Barry has no specific educational characteristics.

The educational scene in Cork, of whose schools he is a classic product, is dominated by large, single-sex, selective Catholic schools. There is a small public sector, enhanced only recently by the opening of a new regional technical college in the city, and an even smaller Protestant sector. Its range of educational options is considerably less open than, for instance, Dublin's.

Mr Barry's appointment may be taken to signify two things. The first is the confirmation of the renewed importance of education in the eyes of the present government. It is not much more than a decade since education was widely regarded as a ministry of relatively little consequence. Today, although Mr Howard Butler of the Ministry of Education is seen, unambiguously as a promotion.

Secondly, it indicates the Prime Minister's determination to ensure that there will be no substantial changes in the organization of education throughout the country. Apart from third level, where long overdue changes are eagerly awaited, much of the thrust of the past three-and-a-half years has been designed to strengthen existing structures — including selective — at second and first level. Mr Barry's thinking is believed to be close to that of the Prime Minister on these sensitive issues.

On the march — again?

Spring and summer of next year may see renewed attempts to get some secondary teachers, if current legislation on job protection goes through Parliament substantially unaltered and if the teachers concerned fail to win any significant concessions from the religious authorities who are their employers.

The union concerned is the Association of Secondary Teachers (Ireland), and the members of the union most affected are teachers who have to sign probationary contracts on entering the profession for the first time or on changing jobs, irrespective of how much service they may have given.

The situation of teachers in religious secondary schools is anomalous in that, although the bulk of their salaries is paid by the state, the school in which they are employed pays school teachers a "school salary" of a maximum of £400 per year in order to create a contractual relationship between the teacher and school manager, who is the employer.

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Irish diary



The union is threatening industrial action if its attempts to revise this contract, especially in relation to probationary teachers, do not meet with a serious response from the employers. They have been disheartened, however, by the publication of legislative proposals for a Bill to prevent unfair dismissal of workers, which expressly excludes probationary employees from its provisions for any period up to a maximum of two years — exactly the period specified in the secondary teachers' contract.

They are, therefore, fighting a double battle: to get the terms of the legislation amended in its passage through Parliament either to cut back the maximum probation period, or to provide an independent appeal procedure for teachers who may have been arbitrarily dismissed.

Powerless parents

The publication last week of the new guidelines issued by the Department of Education for the new boards of management in the Republic's 3,600 primary schools has met with a low-key response, but later analysis of their provisions may well give rise to controversy.

The document details, for the first time, the substantial degree of control which resides in the hands of the "patrons", normally Catholic or Church of Ireland bishops. These appoint a majority of the boards and have important reserve powers, should the boards fall out of line with episcopal policy.

Although each board will have two elected parent members, these members are to be forbidden to report back to the parents who elected them. If they do so in breach of the board's confidentiality, the patron is empowered to remove them and may not subsequently reappoint them to any board of management — even if an angry parent body voted for their re-election in the conviction that they had been wrongfully removed.

Recent gestures by the Catholic Primary School Managers' Association towards the newly elected parent members of these committees may be taken as evidence that the religious authorities would not welcome any independent parental initiative, which might create regional or national structures for itself. Parent power is still in its infancy.

Angry musicians

Schools in which music is taught are up in arms about the refusal of the Department of Education to accept a recommendation of its own music syllabus committee and re-instate two papers — one at pass and one at honours level — for the present common paper in music in the leaving certificate.

The common paper was introduced last year as part of a new syllabus, but the universities reacted by refusing to consider any mark on the new paper as an appropriate honours mark in calculating the points towards university entry gained by the student concerned.

As a result, the numbers doing music in their final examination has fallen from approximately 850 three years ago to an estimated 200 next year. The Minister for Education is trying to get the universities to change their minds, but has so far shown himself unwilling to take the option which does lie within his power — that of reorganizing the structure of the examination papers.

Music students and teachers are both very angry about this, and point not only to the admittedly high level of which music is generally taught and examined — music students have an oral and a practical as well as a written final examination — but to the fact that it has traditionally been studied at honours level by very large proportions of students taking it (67 per cent as against 41 per cent doing honours mathematics, for example).

John Horgan

What life is like in care A group of children in care are writing a book, which the National Children's Home is likely to be brought up in care.

Resounding 'yes' for comprehensives

A resolution in favour of comprehensive education met with overwhelming approval from the Northern Ireland Social Democratic and Labour Party at their conference in Belfast at the weekend.

The motion, tabled by the executive, also welcomed with reservations the Government's consultative document on secondary reorganization. Proposing it, Mr Arthur Doherty, chairman of the education subcommittee, claimed that the Government's report trivialized the idea

of comprehensive education "and treats this most vital question as one which can be resolved by juggling with numbers and buildings or by horse trading between sectional interest groups".

Nonetheless, the report challenged defenders of the present system to show that the success of the few was not gained at the expense of the many, he said. Education, as it was now organized, could only operate on elitist lines, with every selection procedure continuing the widening out. It was made all the worse, he added, by the fact

that not all children had equal chances of success, since "the selection system begins to operate not at 11-plus but at birth".

Mr Doherty rejected the view that comprehensive education was a form of social engineering, arguing that this had been the function of education for hundreds of years. He claimed, too, that only wealthy parents had a choice of school.

A selective system restricted the options open to the child, whereas comprehensive schools opened up the possibility of every subject and course to all, he said.

40% of children on the bread line in Ulster

Many old people in Northern Ireland are living in appalling conditions and children are undernourished, ill clothed, and badly housed, Mr Sean Farren, lecturer at the New University of Ulster, told the conference.

Between January, 1975, and last July the unemployment rate rose from 7.1 per cent to 11.7 per cent, a paper prepared by the party executive found. Average hourly earnings in 1975 were 92.1p compared with 108.1p in England and the average gross weekly earnings were £3.7 compared to England's £4.8.

Almost a quarter of all Northern Ireland employees earned less than £30 a week, as opposed to 11 per cent in England. Nor was there any compensation from lower prices,

because fuel, power and light, food, clothing, footwear and transport were all more expensive in Northern Ireland, the report claims.

According to the discussion paper, 14 per cent of the population, compared with 8 per cent in Britain, depended on family income supplement or supplementary benefits in 1974. "Moreover, over one third of the poverty population consists of children under 16 in Northern Ireland, and roughly one child in six is in a family too poor to qualify for means-tested help."

Quoting from an extensive survey conducted last year by the Housing Executive, the report says that "191,040 children under 16 are being brought up in families where resources below needs level. This

figure represents nearly 40 per cent of the child population of the province, a frightening total for any society."

Mr Furren told the conference that the most significant implication of the report was that poverty cut across traditional religious or political boundaries by dividing society into the "haves" and the "have nots". "What is required", he argued, "is a determination to use resources to create and distribute our wealth in such a way as to eliminate at least the grosser inequalities which now exist, and ultimately establish a society where freedom to enjoy basic needs is the norm for everyone."

Paul McGill

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The lectures will be given by personalities drawn from the following panel: Eric Baker, Brian Benn, Frederick Bentham, Brian Legge, David Morton, John B. Reid, Francis Reid, Philip Rose, John Wyckham.

Admission to all events is free, but a ticket is required for each lecture and also for the tour of our plant in Kirkcaldy, Scotland. Lecture programme details and/or tickets can be obtained in advance of each event on written request, enclosing a self-addressed envelope please, to: Rank Strand Electric, Spring 1977 Repertoire, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR.

Exhibition Hours: 12.00 Noon — 6.00 pm
Lectures: Doors open 7.00 pm for 7.30 pm

IPSWICH
Wednesday 9 February, Thursday 10 February
Small Hall, Corn Exchange, Ipswich.
Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

BRIGHTON
Thursday 17 February, Friday 18 February
The Wagner Hall, Regency Road, Brighton.
Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

OXFORD
Tuesday 22 February, Wednesday 23 February
Bernard Sunley Lecture Theatre, St. Catherine's College, Oxford. Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

GLoucester
Wednesday 2 March, Thursday 3 March
Gloucester Leisure Centre, Barton Street, Gloucester.
Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

COVENTRY
Tuesday 8 March, Wednesday 9 March
Coventry Technical College, Butts, Coventry.
Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

LANCASTER
Tuesday 15 March, Wednesday 16 March
The Duke's Playhouse, Moor Lane, Lancaster.
Exhibition 12.00 Noon — 6.00 pm. Lecture (March 15 only) 7.30 pm.

SHEFFIELD
Tuesday 22 March, Wednesday 23 March
University Drama Studio, The University of Sheffield, Glossop Road, (corner Shearwood Road) Sheffield.
Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

BIRMINGHAM
Tuesday 29 March, Wednesday 30 March
Centre for the Arts, University of Aston, Gosta Green, Birmingham. Exhibition 12.00 Noon — 6.00 pm. Lecture 7.30 pm.

SCOTLAND
Tour of Rank Strand's manufacturing plant, by ticket only.
Tuesday 5 April commencing 10.00 a.m.
Thursday 7 April commencing 2.00 p.m.
Rank Strand Electric, Mitchellton Estate, Kirkcaldy, Fife.

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"Land of Hope and Glory...". Anthony Hopkins takes the baton for the traditional Prom ending.



Rehearsals: effort and concentration.



Royal guest: Princess Alexandra meets young musicians.

Michael Church sums up another successful Schools Prom These masterful pupils . . .

It is strange how some ideas catch fire. When, 18 months ago, *The Times Educational Supplement's* Schools Prom was first mooted, nobody knew whether the concept could even be turned into reality. Now, with capacity audiences, and with the not unimportant litmus test of critical scrutiny successfully undergone, reality has far surpassed the original dream.

This is due, of course, to the schools' enthusiasm. Music, like the other arts, still tends to be a Cinderella subject when money and resources are being rationed out: there is nothing like a little adversity for stiffening morale. Performing excellence, moreover, is still equated with elitism in some "progressive" quarters: the inner conviction necessary for overcoming this particular hurdle must have helped put fire into the young groups' performances.

Though many were helped financially by their local authorities, some made it to the Albert Hall only after great effort. All had graduated to the Schools Prom via their distinguished performance at the National Festival of Music for Youth, which is sponsored by the Association of Musical Instrument Industries and the TES.

The sheer mastery of much that went on this year was astonishing. We had been prepared for the "professionalism" of Stoneleigh Youth Orchestra, for the sure-footed authoritative of the Sixth Form College Contemporary Music Group, and for the swagger and verve of Kingsdale's justly renowned school dance band.

But something both thrillingly new and venerably ancient came out of Scotland with the Kinross Youth Music Group: medieval music for wind, percussion and strings performed in period costume and with infectious fanatical enthusiasm. The performance by the eight-year-olds of Ambleside First School Percussion Ensemble was a revelation: using chime bars, tuned

milk bottles and drums, they gave an exquisite rendering of a technically highly sophisticated piece by David Bedford.

The Proms spirit, with all its traditional festivities, was present throughout. The distinguished composers played (Humphrey Littell and ably assisted the whole thing along (Ray and Derek Jewell): the rapport between performers and audience was complete.

The outlook for next year's Schools Prom is even rosier; the event itself may extend to three nights. New categories—plano concert and choral music—may well be introduced. Yehudi Menuhin is to be guest conductor, and from other countries may be invited to participate, and the Prom itself may subsequently be abroad. There is already an invitation to play the Carnegie Hall in New York.

The groups who played on the first night were: William Rhodes School Brass Band, Middle Chamber Orchestra, Culms Music Centre Percussion Ensemble, Itchen Sixth Form College Contemporary Music Group, Elmwood Steel Band, Doncaster Schools Jazz Orchestra, Darlington Youth Big Band, Bodale Wind Quintet, Woking County Grammar School for Girls String Orchestra, Kinross Youth Music Group, and Stoneleigh Youth Orchestra.

The groups who played on the second night were: Croydon Schools' Centre for Wind Players, Croydon Schools' Junior Recorder Band, Elmwood Steel Band, Hampshire County Youth Orchestra Wind Ensemble, Kingsdale School Dance Band, Bryn Celynning Comprehensive School Youth Brass Band, Ambleside First School Percussion Ensemble, Kinross Youth Music Group, Kinross Youth Music Group, and Stoneleigh Youth Orchestra.

● Pictures by Jon Player



Contrast in styles. Top: the Kinross Youth Music Group. Below: Humphrey Littell's 'Land of Hope and Glory'.



Why we can halve the supply of new teachers—by DES

This year there are 100,000 teacher training places in England and Wales. But the Government estimates that in the 1980s only 45,000 a year will be needed. The implications of this dramatic rundown in the next five years have been spelt out in a DES document—"The teacher supply implications of a training system of 45,000" (ACSTT 76/26)—which is summarized here.

The document begins with the point that a figure for annual demand for teachers in the 1980s has to be assumed. And what that figure is will be affected by several variables.

"Some of these concern matters on which the Government's Advisory Committee on the Supply and Training of Teachers has not yet formed a view and on which the Government has not yet declared its policy."

However, it can be said that the annual requirement to sustain a teacher force is dependent partly on the size of the force, partly on the extent to which the size changes by growth or decline from year to year, and most crucially, on the yearly level of wastage.

For a start, the figure of 440,000 is assumed for the size of the teacher force in the 1980s. The Government is confident that calculations relating to this figure will still hold good even if it varies by 20,000 or so up or down, that is, over the whole range from 420,000 to 460,000.

To sustain the figure of 440,000 the Government estimates that a teacher-training plant of 45,000 places will be needed. These would be distributed thus:

	1986
One-year certificate courses	500
BEd and certificate courses	4,500
Total	5,000

Total Postgraduate 30,000
Total Initial training in-service 10,000
Total places 45,000

The plant outlined in the table, together with 5,000 places in university departments of education, would yield a potential annual output of 17,000 teachers. Of these, on recent experience, 16,000 would seek to enter maintained primary and secondary schools.

The 45,000 places could, however, be made up in other ways: for

example, 1,000 fewer entrants to BEd and certificate courses would allow about 3,000 extra postgraduate students to be trained each year with the same size of training plant.

This is an example of that flexibility which the Government is anxious to establish as a principal element in its teacher-training system—understandingly in view of the drama which has accompanied its drastic measures to reduce 114,000 teacher-training places in 1972 to 45,000 in 1981.

In a document supplied on November 9 to ACSTT, on which all the major teacher associations are represented, the Government made it clear that this flexibility would be achieved by concentrating teacher training in polytechnics and institutions of the liberal-arts type rather than in monotechnic institutions without spare capacity. It is confident that 45,000 places located on this principle could easily be expanded to 60,000 when necessary.

"Such an expansion, still allowing 10,000 places for in-service training and on the same proportionate division of entrants would increase the annual output of newly-trained teachers into schools by 5,000 to 21,000."

But, 21,000 new entrants would not alone be sufficient to sustain the total teaching force at 440,000. What they would the annual intake have to be?

The Government maintains that if a constant full-time equivalent strength of 15,000 part-time teachers is assumed, vacancies will arise solely from the wastage of full-time teachers. The rate of this varies.

The document estimates that today's rate of about 8 per cent would, on the basis of the likely age distribution of the teaching force in the 1980s, produce an overall wastage rate of about 6 per cent. Applied to a teaching force of 440,000 it would call for an annual intake of 27,500 teachers to keep up that number.

"The recruitment potential available to meet this requirement would comprise about 5,500 married women returners, and 10,000 other teachers seeking to re-enter the schools in addition to 16,000 newly-trained teachers. There would thus be a total potential of some 31,500 recruits, more than sufficient to sustain a force of 440,000 on this assumption about wastage. The estimate of married women returners is based upon the recent work on this topic by Dame Kathleen Ollerenshaw."

"As in previous ACSTT papers it has been assumed (from experience during the early 1970s) that potential re-entrants other than married women returners are numerically equal to nearly 40 per cent of the previous year's wastage. "The annual requirement would not be particularly sensitive to the level at which the teaching force might be established, at least within a range of 20,000 teachers above and below 440,000. A difference of 20,000 either way, on an overall wastage equivalent to eight per cent,

would lead to 1,200 more or fewer vacancies, and 400 more or fewer potential re-entrants, a net change in the balance of only 800.

"On the other hand, the requirement would naturally be highly sensitive to wastage: a one per cent change in wastage would alter the requirement for teachers by about 4,000. If, with a teaching force of 440,000, wastage rose to the level of 1972, annual vacancies would amount to about 33,000; this would be matched by an annual potential for recruitment of 16,000 newly-qualified teachers, 5,500 married women returners and 12,000 other teachers."

"If wastage rose further to the level of the late 1960s it would be necessary to start making use of the flexibility already provided for. On the other hand, if wastage continued at depressed levels, vacancies would be no more than some 23,000; and 14,000 re-entrants would be seeking to take up these jobs in competition with the 16,000 newly-qualified teachers."

Nevertheless, says the document, the effect of a declining teacher force between now and some future stabilised level could be to reduce the demand for teachers by several thousand a year.

"It appears that the training plant of the size and composition assumed, combined with recruitment from the available pool of re-entrants, could sustain a teaching force of 440,000 provided that wastage did not increase beyond the 1972 level and could maintain a larger force, say, of 450,000-460,000, if wastage increased beyond the present level to the equivalent of 8 per cent or a little above. On any plausible assumption about wastage, a teaching force rather below 440,000 could be sustained without absorbing all available recruits."

A separate section looks at what improvements in staffing standards would result from stabilising the teaching force at 440,000 during the 1980s. It looks particularly at the possibility of achieving the standards postulated in 1973 by a working group chaired by Lord Alexander, secretary of the Association of Education Committees.

This examined the implications, after allowing for in-service training and induction, of average normal class sizes of 28 and 26 in primary schools of more than 200 pupils. The document estimates that a teaching force of 440,000 would enable staffing standards based on the 28-pupil class to be achieved in 1987 and improved subsequently, reaching the 26-pupil standard by 1989. (The 26-pupil class standards require about 8,000 more teachers than the 28-size in any year, it says.)

Each increase of about 6,000 above 440,000 in the level of a stable teaching force would advance these dates by one year. So, a force of 460,000 would enable the 28-pupil class standards to be reached by 1984 and the 26-pupil size by 1985.

ALEXANDER GROUP'S STAFFING STANDARDS
This table shows the pupil-teacher ratios which would be achieved, on Lord Alexander's group's staffing standards, in 1986. The provisional actual pupil-teacher ratios in 1976 are also given for comparison.

PUPILS PER TEACHER (excluding teachers for under-fives and those released for induction and in-service training)

	1976	1986
Primary	28.3	28.3
Schools up to 200 pupils	28.3	28.3
Schools over 200 pupils	28.3	28.3
All primary	28.3	28.3
Secondary	18.0	18.0
Years 1-5	18.0	18.0
Sixth form	18.0	18.0
All secondary	18.0	18.0
All primary and secondary	20.3	20.3

Further details and an application form are available from the Registrar.

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The following special fields of study are available: COUNSELLING, CURRICULUM, LANGUAGE IN EDUCATION, REMEDIAL & SPECIAL EDUCATION and SOCIOLOGY OF EDUCATION.

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Applications are invited from both graduate and nongraduate teachers with not less than three years' qualified teaching experience for this one-year full-time course, offered jointly with the Dartington College of Arts and based at Dartington.

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Applications are invited from teachers with at least three years' teaching experience and with either a good honours degree or an Advanced Diploma at a high standard for one-year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, and LANGUAGE IN EDUCATION.

The School of Education also offers registration for the degrees by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good honours degrees or an Advanced Diploma at a high standard. Master of Arts and Doctor of Philosophy.

Full details are obtainable from the Academic Registrar and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

Applicants for Diploma, BEd or MEd courses who are LEA teachers are eligible for secondment on full salary; other teachers may be eligible for grants from Local Authorities.

PLYMOUTH POLYTECHNIC

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One year full time course in all aspects of Educational Technology.

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A short residential course, 10-15 July, 1977, for teachers in secondary schools. The programme will aim at helping to motivate the teaching of statistics through a wide and practical consideration of their relevance in a range of professional occupations.

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WORDPOWER

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The Wordpower course is designed for teachers only. (Please note the course is not available to teachers who are NOT available to teach the course.)

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Special terms are available from: Oxford OX2 6PA, Wolsey Hall for leaders of bona fide educational groups requiring the course. (Telephone 0663 4231, (Austphone after 4.45 pm).

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LETTERS

False views on music in the schools

Sir,—Having served for seven years on the executive committee of the Macnaughton Concerts I have a considerable interest in and some knowledge of contemporary music, but I am not Mr. Macnaughton's "very personal" rather than "very personal" rather than musical education" being opposed to the secondary music curriculum. If anyone doubts the gravity of the false assumptions underlying the educational philosophy of the Selsman School, I would refer him to New Music in schools would let him read the Nodal pamphlet No 11 August, 1973, entitled "Secured Horizons: Music in the Schools" and again by the members of the ILEA music department, Peter Fletcher, Hamish Reid and Audrey Dennett. Having seen this pamphlet, I am sure that the teachers in my school, other than

Made to look bigoted

sex and race bins by suggesting that "fraternal curiosity and inquisitiveness" about such prejudices are "unfounded." What can he mean by that?

Mr. Rae adopts a muddled position: he invites readers to judge for themselves, but then by quoting a brief description of one of the four female children's books, *Sugarpink Rose*. Surely one should not expect the tone of Matthew Arnold from a story for five-year-olds. Is there a problem about the book? Does he sincerely wish T&S readers to judge our intellectual level? Then why not mention other writers we publish? John Berger and Germaine Greer on a publicity about members; or Paulo Freire or Illich? But Mr. Rae is determined to maintain our name as bigots.

Intelligent, healthy debate is not possible. John Rae's crude caricature of our publishing mission: **RICHARD APPIGNANESI, Writers and Readers' Publishers Cooperative**, 10000 136th Ave., S., Suite 200, Burnaby, B.C., Canada V5C 2G7, (604) 469-1000.

concepts is the primary school motto of the secondary. Science five is a topic open to criticism for its lack of a systematic concept familiarization programme—a common core for all primary school children.

The concept of systems for science teaching in a primary school cannot be appreciated. The ultimate horror would be a content syllabus looking like a mini O level physics (tradition). This would inevitably lead to the student being taught something which all the new schemes have been trying to move away from.

A common core could be presented as a short list of basic concepts: mass, volume, density, soluble, metal, etc. The contexts in which these concepts are met should not be specified. It should be as varied as possible. For example, mass could be met in terms of weight, and volume could be met in terms of topics on boats and a topic on a house. Child-centred topic work could be carried out as before. The crucial difference is that the teacher keeps a list outside the classroom.

J. W. BAINBRIDGE,
39 Wyndham Drive,
Cefn y Bedd,
Nr. Wrexham, Chesh.

Derbyshire Manpower Services Commission recommended that the scheme operating in Derby through the Department of Education and Science should operate nationally under TSA. This proposal is still being considered, the debate being whether or not this scheme is educational or vocational. A argument which does not, apparently, distinguish between the needs of the non-handicapped youngsters since work experience schemes for them are fully supported by government finance.

For employers participating in work preparation schemes are doing so voluntarily and have been for the past four years.

MAVIS M. COTTINGHAM,
Burton Technical College,
Burton

the British sadism towards its children? I have often wondered whether the mothers who put their babies to sleep in prams in the garden in December, sleep there themselves at night.

Do the architects follow the same ideas in building their own homes? They catch up visions of rhapsodic clad figures and make them open from the bedroom area to the bathroom, and dining rooms and kitchens conveniently situated at the bottom of the garden.

Is there anyone among your readers who can solve this problem which has long perplexed me?

AMANDA EPPS,
1 The Green,
Charlbury.

Laying HND foundations

Sir,—I have been following the correspondence in your columns regarding the fate of the colleges of education and the decline in the number of students being prepared for a teaching career. Now what happens to the young people who are thrown up at this level? Many of them will be well advised to enter a local college to take a full-time Higher National Diploma (or part-time certificate).

In my own college many young people are coming with one A level, complete the course successfully and go on to pass professional examinations. The best gain admission to postgraduate courses.

There are a wide range of HND courses in business studies, engineering, hotel management. These courses offer a very close substitute for a course at a college of education.

G. K. MORGAN,
St. Griffin College,
Maidenhead,
Berk.

"I don't care what they say about Cyril Burt, Madam, your Geoffrey is thick."

hidden curriculum. It provides the context within which Mr. P. Cutler, in his letter "You do your job, we'll do ours" (November 19) and his fellows wish you to work.

Mr Cutler says he will not trouble you to teach children to file, mentally add and subtract, and take shorthand, and schools will teach and order arithmetic, self-control, and order. All there, Mr Cutler, is the rub. Self-control and application are not put on like a coat nor drawn on a blackboard.

If he is a parent he too will know how to help his kids get from today's world with its commercial pressure, permissiveness, tolerance and softness on authority.

No one believes that this is an easy time to live in, with its social pressures, its violence, its broken marriages and its disturbed children. To reduce education budgets is to make the same time to make it worse. The troubles seem not only illogical but unfair. A fair offer from Mr Cutler would be of a little more understanding of the efforts being made already. Perhaps he should take time off to visit a few schools and see for himself?

D. L. COONKILL,
8 Broadlands Lane,
Hoveford.

Out of School

[illegible]

R. G. Wallate is headmaster of the Bodwell School, Stevenage, Hertfordshire.

22 Books/Medicine/Geography

Time for diagnosis

George Hill on medicine and politics

In Sickness and In Health. By David Owen. Quartet £4.95. 0 7043 2133 5. £1.95. 3123 3.

Doctors and teachers seldom know how much credit they are entitled to claim for their successes. Was it their own skills of diagnosis or elucidation that enabled a patient/pupil to pull through a fever or an exam, or was it an innate will to survive? The old debate about nature and nurture is only a little more intractable in a medical context than in an educational one. That is one reason why doctors and teachers in the public sector feel almost equally vulnerable in the face of the search for public spending cuts and cost-effectiveness, where the professions that can scarcely even identify in measurable terms what would constitute success, let alone how best to achieve it.

The Prime Minister's recent demand that education should justify the money the nation spends on it is closely paralleled by pressures on the health services. Like teachers, doctors are suspicious of outsiders who seek to tell them how to do their jobs from motives that may be unprofessionally narrow. Clinical freedom is accepted as one of the fundamental principles of medicine in Britain, but it is not an economical principle, and it tends to stand in the way of fraud designs for the health service.

Auxiliaries of this kind have aggravated the recent medical battles over pay and pay beds, and

may well generate more. But there is no doubt that clinical freedom does cover much inefficiency in the use of resources, and even plain use of resources. Like democracy, it is only worth two cheers, not three. Many doctors believe, however, that once their independence is compromised the way is open to medicine by rote, political direction and concentration-camp surgery. A mood of defensive self-questioning is now generating studies as well as polemics. The Government has produced a succession of more or less consultative documents about the future shape of the NHS. Now Dr David Owen, Minister of State for Health until September this year, has also written a book about the problem of medical priorities. But for the accident of a ministerial reshuffle, he would have appeared while he was still at the Department of Health. It is still of interest, not only because it is compact and readable, but also because of the insight it gives into the thinking of an able younger politician who is likely to be a key player in a field where every bet is at long odds to find himself in charge of that department one day.

But if he ever does, medical men scanning the book for clues as to motives and philosophy will find only limited illumination. It is very much a junior minister's book. It is full of detail and adequately expresses official strategy and the official reasons behind it, but it is too circumspect to contribute much that is original to the debate. An obvious contrast is provided by the short and mordant study *A New*

Look at Medicine and Politics, written 10 years ago by another ex-Minister of Health, Enoch Powell. Powell disapproved in principle of the service he had been in charge of, and used it as a warning example of, and used it as a warning example of, and used it as a warning example of, to make a general point about benevolent centralized state institutions. In the process he achieved some scathing insights into the health service.

Dr Owen is probably more concerned with the interests of the service than Mr Powell ever was, but he knows the trees so intimately that he tends to lose sight of the wood. Oddly enough, Powell himself foresaw that a doctor-minister would be under a grave disadvantage because he would be too closely involved to take the radical view of his tasks.

In a presumably fortuitous echo of Powell, Dr Owen's book is subtitled "The Politics of Medicine", but I am not sure whether there is too much politics about it or too little. After the tumult of recent years the Government has very properly been anxious to do whatever it can to soothe ruffled feelings in the NHS. The book follows a series of ministerial speeches and contains very few dissenting views. It is a book of the great master of the genre: by professing to be a book of the complexities and pressures behind the decision-making, he would make it appear that his course of action (or inaction) was irresistibly determined by circumstances, and possibly even by a little fact that its desires had at least been noted. Dr Owen's purpose is apparent on almost every page, and a mollifying rhythm of

"on the one hand . . . but on the other . . ." is set up. Into this atmosphere the hard political reality of a curious absurdity. So he approaches the issue of private beds in NHS hospitals, for instance, in an obviously sincere spirit of conciliation. Politics and medicine are more alike than doctors may like to think, he says. Both are arts of the possible, both give rise to the danger of "iatrogenic disease" caused by not knowing when to leave well alone.

If ever there was a case of political iatrogenic disease it is the dispute over pay beds. Dr Owen tacitly concedes that the main reason for their abolition is not the harm they do, but their effect on sections of Labour Party opinion. How much better, he continued, to excise the cause of the inflammation, so that the NHS and the private sector can catch on, without friction. The Government plans no further attacks on the private sector, he adds. The Government may not, but the party does, and the line of argument that Dr Owen adopts is equally applicable to any other private activity that the health service unions may take a dislike to in future.

Similarly with clinical freedom. Dr Owen treats it principally as a problem of expense: more day care, shorter hospital stays, less lavish prescribing, all save money for other things. So they do, but the problem is quite as much one of standards. So much doctoring is at a level where results cannot adequately be given a price. What is the proper allocation of resources

to be devoted to the business of curatory, in comparison with the politician's arthritis? One could easily determine the relative claims to attention of the child with just a chance of a scholarship, or learning to read before he leaves school.

Clinical freedom is circumscribed by the duty not to cramp doctors' freedom by one's own extravagance, says Dr Owen, and doctors may murmur that when it is granted the argument by which they approach the point where controls on the doctor can be justified on good John Stuart Mill principles.

The controversy in the health service is not really about ends, but about means, and the fear of what may be sacrificed in the name of change. Nobody, again, disputes principle that medical services should correspond more closely to need in different parts of the country. But does the elaborate formula developed for doing a real job of it, the system of medical planning, really achieve what it sets out to do? It is a question about how far it can be achieved without damage, and public spending is as much restrained as it is at present. Dr Owen would have had as much to say about the fact that the opposition is addressing a less radical than he supposes, but also that it is almost entirely in ways too mental to be reached by surgical reassurances.

23 Books/English

New ways in

Carolyn O'Grady on readers for adults

Aerial Books. Preliminary level: Donovan. By John Midgeley (adapted by Lorne Leslie-Mudge). Cedric Chivers £2.30. 85997 192 9. 75p. 85997 193 7.

Goodbye, Angel! Goodbye Joanne. By Derek Mortimer. Cedric Chivers £2.30. 85997 186 4. 75p. 85997 187 2.

Dankworth's Yard. By Derek Mortimer. Cedric Chivers £2.30. 85997 188 0. 75p. 85997 189 9.

Intermediate level: Danger at Hand. By Ade-Marie Clark. Cedric Chivers £2.30. 85997 190 2. 75p. 85997 191 0.

Cedric Chivers have brought out the first four Aerial Books, a series of graded mystery and crime stories written for adults who are trying to develop their reading. Eventually there will be three grades: preliminary, intermediate and advanced; but so far three have been produced at preliminary level and one at intermediate. The preliminary books are written in large type, widely spaced; the other two levels

are in a more conventional type. The vocabulary of the preliminary books is designed to suit a reading age of approximately seven to nine; the intermediate nine to 11 and the advanced 11 to 13.

Donovan is a slick thriller, with most of the ingredients of a modern American television or film crime story (though set in England); the hero is a professional killer; there are five corpses and the dialogue is on the following lines:

"You fight dirty," he said to Donovan.

"It's the only way. That is, if you want to win."

Barclay smiled. "Sure, sure, but go easy on my boys, will you?"

"Then keep them off my back."

There is little attempt at characterization, though the personality of Donovan always promises to be interesting, but the plot is taut and the suspense well maintained.

Danger at Hand is an at times, quite frightening, but mainly mild horror story, which is unfortunately marred by some psychological blurrings which the plot and writing are not good enough to obscure.

Literary myths

Critical Idiom Series. Myth. By K. K. Ruthven. £2.00. 416 7990 0. £1.15. 79000 3. Romanticism. By L. R. Furst. £2.00. 416 8391 0. £1.10. 83920 7. Modernism.

"When I use a word . . . it means what I choose it to mean," said Kumpity Dumpty. When literary critics, psychologists and (a rarer breed) mythographers use the word myth, it means what they choose it to mean. Yet while these and others may use myth as a subject in its own right, it is never studied as such. Rather, it is seen as a component of classics, anthropology, folklore, religion or literature, and the student of each of these disciplines (or indeed of others) will define "myth" to suit his own purposes.

The very problem of defining myth has preoccupied many writers for a great deal of time. "I know very well what it is," provided that nobody asks me; but if I am asked to try to explain it, I am baffled," wrote St Augustine in his *Confessions*. It is therefore brave of Professor Ruthven to attempt a succinct guide within 80 pages, especially when he believes that "myths can tolerate almost any kind of treatment except the strictness of historical scholarship."

However, *Myth*, the most recent volume in Merthens's *Critical Idiom* series, is quite successful in its aims for the series' editor, John D. Jump, declares any intention of providing

a standard definition. Rather, "the purpose of the series is to provide discussions" and this is exactly what *Myth* does. It is a seminar, a discourse, on the various interpretations of our myths, and its conclusion (not its starting point) is that we need "an understanding of conflicting interests."

This conclusion is reached via a survey of the leading theories concerning the nature and origins of myths, an exploration of what happens when literature (in a scientific age) dispenses with myth, and a consideration of the place of myth in literature and criticism.

It is not an easy subject, but then it is not an easy book, but then it is a helpful preliminary guide for the degree-course student who feels that he needs a wider appreciation of how myth has figured in the consciousness (and sub-consciousness) of differing cultures and literatures; and it will also be a short but extending "read" for anyone about to teach, say, Milton, Schiller or indeed any classical author.

That *Romanticism*, a recently revised and reprinted companion volume, seems relatively authoritative in comparison merely demonstrates that it is easier to define the Romantic movement in other writings, than it is to say exactly what myth is.

What both these volumes do have in common though is a pleasing rejection of insularity, and of any sense that it is sufficient to study one literature in isolation.



"Upside-down Vera" is one of the latest of the Sparks Bookshelf, Level Two. The eight additions to the well-known series of readers published by Blackie are all by Marie Hynds and cost 70p each. There is a variety of lively stories, two with Christmas connotations.

Naturally

English Through Experience. Book Five. By Albert Rowe. Hart-Davis Educational £1.65. 219 52013 5.

With the appearance of book five, the complete *English Through Experience* course is now available in its revised edition. "Man builds himself as he builds his language," is the edge Albert Rowe has taken as his introduction to topics which present the reader with a view of man and his world. "It is There," "The Scientist Speaks," "In Pursuit Of The Hiraute" are resounding chapter headings, and photographs of Michelangelo's David, an H-bomb explosion and Leonardo's drawing of a baby in the womb serving as frontispieces are as pointed a way as any of stressing "what a piece of work is a man".

While many course books since have made "traditional" and "progressive" nodes uneasy bedfellows, Mr Rowe in this immensely interesting collection of material steers judiciously along his honours path of prompting pupils to assess, assimilate and recreate language as a natural extension of active, disciplined reading.

Roy Blitchford

Common struggles

Geoff Fox on Chris Searle's new book

The Black Man of Shadwell. By Chris Searle. Writers and Readers Publishing Cooperative £2.25 904613 10. 1

As Chubb, leader of a slave revolt on a West Indian island, awaits mutilation and execution, he finds a kinship with the Cockney private who is his jailer. Twenty years later the soldier recalls, "There seemed to be so many walls, but even in there we jumped them together, didn't we?" The walls which separate us from each other are a recurring theme in Chris Searle's collection of four short stories: barriers of colour, class, sexuality and culture.

Two stories concern floating encounters. The British narrator of *Jack* meets a flamboyant black as they ride a Greyhound bus through New England. Despite the attraction of a nonconformist, the story is a note of self-indulgence in the characterization of Joanne. But in *Dankworth's Yard*, which continues the story of two of the characters from the previous novel, the characterization is strong, the style economic and the images sure.

The second meeting, between a vacationing Middle American and a small Cuban girl on a bench, is the more successful for the retention of a narrower focus. It is an unselfish statement of the wealth of the girl and the poverty of the man. When they part, he is the recipient, she the giver. The perspective he gains shows him only the emptiness of his past and his future.

The collection is not tailored for a youthful audience, and indeed the first two stories might

appeal only to mature readers. (They would also give some anxiety to teachers who believe that the vigorous idioms of any American bar, and some urban British playgrounds, do not belong in the school library.) The other stories, both set in the eighteenth century, would be excellent to read aloud to older classes, especially those including West Indian historians; they should also, for that matter, intrigue any young reader trying to make sense of our present society.

The mutineer Chubb's heroic leadership and simple nobility contrast with the brutality and iniquity of his oppressors. The class is not only between black and white; for Yates, the soldier narrator, is as much the possessor of the Army as Chubb of his master. The compassion of the slave community, the excitement of the uprising and the pursuit, the moving description of the rebels' capture and Chubb's dignity in prison could make for compulsive listening.

The *Black Man of Shadwell* is a slave who accompanies his master on a business voyage to London since his wife is reading and writing there, he is made him indispensable. There, to his astonishment, he finds friendship and solidarity among the white slaves who shovel coal on the dockside. He runs away, and his brothers hide him, resist the bribery of rewards, and force a free pardon from the magistrate through three days of industrial action. The message (occasionally overdone) of the working people's solidarity is one of hope: the comradeship and love of the working people stretch across the barrier of race, even over the ocean to include the people of the narrator's own island. Both peoples are part of a struggle whose end is beyond doubt for "a world which is for our belonging".

Place names

Gillian Thomas

Where Do You Live? By G. R. Kesteven. Chatto and Windus £2.50. 7011 5088 2.

The first obvious test for a book like *Where Do You Live?* is to see what it says of one's own hometown. My initial disappointment that Ealing was not mentioned at all was soon forgotten, as I quickly found myself absorbed by its wealth of fascinating facts.

Many places are named after the tribe that first settled in them, such as Hastings which derived its name from the Haestings; ing or ings is Old English for "tribe". Similarly ham meant "home"; thus Birmingham was once the home of the Boorma tribe.

Another frequent source was the local landscape. A cleared area was a *hath* and (adjointing Ealing), Southall and Northolt were the *thorps* of one, while Acton near by took its name from oak trees. An area that had been cleared by burning was called *burnet* or *brent*; hence the many places with names like Barnet or Brentwood. Similarly a name in two words, like Brent Pelham, simply tells us that the original village was burnt at some time.

Most towns and villages in Great Britain originated at least 1,000 years ago, though some are much more recent. The Industrial Revolution produced Coalville and Ironville (villages thought to make them sound more attractive), while Peaseholme's name results from the fact that it was built just after the 1914-18 War.

The book mentions about 1,000 places; at least as fascinating as the discovery of their origins is the way it charts the evolution of our landscape over the centuries.

Among this week's contributors:

Mary Hoffman's latest book, *Reading, Writing and Reliance*, has recently been published by Hodder and Stoughton. David Self has published several textbooks, including, most recently, *Talk: a practical guide to oral work in the secondary school* (Ward Lock Educational). Laurence Roche is Professor of Forestry at University College of North Wales, Bangor.

Teachers, archaeologists and aspiring archaeologists will save time hunting in libraries by spending 75p on the Council for British Archaeology's *British Archaeology: an introductory book*. Publications are grouped by period and by region and there are separate lists of general works and books for young people. (Obtainable post free from Marylebone Road, London NW1 5HA).

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Potatoes at Ormskirk

Bryan Wailes on teaching geography

Geography and the Geography Teacher. By David Hall. Allen and Unwin £5.95. 04 371043 3. £2.95. 371044 1.

Geography teachers have been fortunate over the years in having a regular crop of books on the teaching of the subject. Fairgrieve, Garnett, Gossell, Walford, Graves and Bailey are only some of the notable contributors to the struggle to improve, vivify and justify the subject. Perhaps no other school subject has produced such a plethora of advice, aims, objectives, activities, case studies, sample studies, resource lists, games and the like. The geography teacher and lecturer is either the most inventive and organized of all, or the most insecure, or both. With all the available advice he should never doubt how to develop an excellent classroom lesson, how to conduct a superlative field visit and especially how to equip a geography room.

However, most of the excellent, book-so far on the teaching of geography have been almost too practical. Often they have been

from a subject-oriented view he puts educational aspects first and then examines how far geography fits into this context. Thus he examines a range of critical issues which include the retreat from the "old" geography of the fifties and sixties; the examination system at 16 plus; the problem of "new" geography or "Heggett-wocky"; the role of national curriculum projects; trends, swings and cycles in sixth form geography; educational theory in terms of conceptual development, the spiral curriculum, curriculum convergence and the future curriculum; and a framework curriculum convergence and the work for in-service expansion.

The book aims to present "a survey of the situation in which the secondary teacher of geography is working, and at a more basic level, to provide further information to help 'the busy teacher' obtain knowledge of the range of materials, resources and curricula now being adopted by colleagues in other schools." This latter aim is achieved through detailed notes and references following each chapter which contain many pertinent comments from the author on the relative value of the materials listed. A series of well thought-out charts and

change in subject attitudes, the complexity of new departmental organization and school reorganization, the evaluation of curriculum projects and other resources into day-to-day teaching, the involvement with external examinations and ways of coping with proposed changes in examining, and the open-ended sixth form: the author has much of value to say about critical issues.

It is clear that his comments are based on close observation both in schools and as a teacher-trainer. For example, a bitter-sweet comment on O level geography: "It was preferable to give credit for knowledge of potatoes at Ormskirk, straw hats at Luton or lace at Nottingham than enter into the jungle of decision-making in the location of post-Victorian towns." Some excellently chosen quotations can be found at the head of each chapter, for example: "All children like to push their own push chairs (field experience)".

Of the new geography, he remarks: "Many regarded this as a wave of fashion which, if one kept one's eyes and mouth tightly closed, would pass over without the salty taste of disruptive change seeping into and then corroding the teaching programme." This is followed by a recognition of the value of quantitative techniques which "should

Paperbacks

Innocent and wicked men

Thurber Country, by James Thurber. Penguin 70p. 14 00 1769 0. It was always a pleasure to come upon a James Thurber piece in the grey acreage of *New Yorker* pages. Part of Thurber's distinction as a humorist lies in the compassion which his penetrating observation of human quirks and quandaries. It lies also in his taste for words and precision in their use. Here are obvious autobiographical glimpses; "The Figgerin' of Aunt Wilma" seems firmly based on a very real lady of the Columbus, Ohio, of the author's boyhood.

The Beast in Me and Other Animals, by James Thurber (Penguin 75p. 14 00 1646 5) is a wide-ranging compendium of writings and drawings which includes Thurber's examination of the radio soap operas and nearly 30 short pieces from *New Yorker*. "The Tale of The Town". Among the drawings is a short series from the illustrated London magazine *Night and Day*. The artist's explorations in natural history renew our acquaintance with such exotic creatures as the Hoodwinked Whiteface Eagle and The Dug-

Is Sex Necessary? by James Thurber and E. B. White (Penguin 50p. 14 00 1422 5), is an earlier work and reads like a comedy. Perhaps its subtext is a little needed, has been long neglected by current obscurity. But the book's charm about 50 drawings made before Thurber's blindness sadly began to overtake him.

Augustus John, by Michael Holroyd (Penguin £2.95. 14 00 4141 9). The revised paperback edition of Michael Holroyd's brilliant biography of Augustus John (1874-1931) can only serve to increase his reputation for lucidation and acute sympathetic revelation of personality. It is an exceptionally readable and absorbing study of the artist W. B. Yeats felt to be "the most innocent, wicked man I have

Holroyd gently unravels his popular image as the "Great Artist, Great Lover, Great Bohemian Enjoyer of Life" and reveals it as a cruelly ironic comment on John's actual career. Alistair Walker

Review letter

Sir,—I was dismayed that the book close to misinterpretation the purpose of Peter Pumphrey's *Monograph Reading: Tests and Techniques* (TES, October 25).

Mr. Pumphrey's triumphant conclusion that "Tests for their own sake do nothing to reinforce his view" is a "silly and dangerous notion" which merely chooses to ignore the main teaching objectives. The explicit purpose of Peter Pumphrey's book is to make selection of appropriate tests and to make it clear that this is to be done as a silly and dangerous notion. Mr. Pumphrey's book is to make selection of appropriate tests and to make it clear that this is to be done as a silly and dangerous notion.

May I put the book's title in the Reading section of the book? The book provides detailed information and comment about many of the tests which are currently in use. The systematic approach to the book is especially useful as a reference source and as a guide to appropriate tests which are to be used. The requirements are to be used by teachers who will use the book to help them to select tests for their own use. The book is a very useful reference source for teachers who will use the book to help them to select tests for their own use.

Can we look forward to Mr. Pumphrey's review of his preface? The book's title is a very useful reference source for teachers who will use the book to help them to select tests for their own use. The book is a very useful reference source for teachers who will use the book to help them to select tests for their own use.

A useful and timely children's book about American politics published recently by St. Martin's Press. *How We Choose a President* by Lee L. Loeferer. This book, now in its second edition, describes in simple and lively language the process of how candidates are nominated, how campaigns are conducted, and how an election day happens on election day.

Why Johnny Can't Add

The Failure of the New Math. Morris Kline. An incisive and well-argued refutation of the new maths theory. The book is available from St. James Press. £3.50

Oxford University Press
Educational Division
Walton Street
Oxford OX2 6BP

Edward Arnold
25 Hill Street London W1X 8LL

A new collection of Children's Addresses for Family Services, Parade Services and other occasions

LOOK & LISTEN THROUGH THE YEAR

by JOHN D. SEARLE

There has never been a time when children have not responded to a good story well told. All who believe that there is still a place in public worship for "the children's address" and who have perhaps been stumped for a suitable topic will welcome this new book, containing original non-denominational material, often making use of simple visual aids. It explains the modern principle that "to see with the eye helps to see with the mind".

Although primarily designed for 6-12-year-olds, the 5-10-minute talks can be adapted to various age-groups and, it is hoped, will contain something for adult listeners, too.

The book is divided into two parts: the first consists of ten talks for the main festivals of the Christian year, and the second provides twelve talks for use on any occasion. Paperback 70p net

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Meeting a special challenge

Nigel Richardson on sixth-form assemblies

Few aspects of school life have changed more dramatically since the 1944 Education Act than the circumstances surrounding collective Christian worship. An increasingly multi-racial and multi-religious society in which greater individualism in appearance and behaviour and less dogmatic ethical standards has put all forms of institutional religion under attack.

Add to these trends the fact that children are now encouraged to question things more critically, that lessons in comparative religion provide ready-made alternative beliefs, that worship and formal ceremonies of all kinds are in decline, and that less and less information is given by traditional sermons, and it becomes even less surprising that the hymn, prayer and reading style of assembly is no longer adequate.

Sixth form assemblies present a special challenge, as they must cater for an age group in which agonism is the norm. Thus they need extra careful planning.

The Church of England's 1970 report entitled *The Fourth R* defined the main aim of religious education in schools not as acceptance of a faith or a belief system, but as "conversion from a shallow and unreflective attitude to life... to that search for meaning, purpose and value... which is open to all". And at a time when no religious knowledge or concern can be assumed at all, this cannot be achieved by Bible readings and formal prayers alone. While there is still a place for these, a much wider range of material needs to be used as well; our secular state of life needs to be defined and analysed before we can claim the need for a spiritual outlook on things. After

all, the parables of Christ drew moral lessons from contemporary Palestine.

There are a number of excellent collections of readings. Foremost among these is *Words for Worship* by Christopher Campbell and Michael Davis (Edward Arnold), which combines the thematic arrangement of other pieces under such headings as wealth, suffering and freedom and love. Readings by Denys Thompson (CUP) is largely a book of non-biblical material. "Common Ground" deals with creation, animals, family, death and praise; Part 2 "Challenge" discusses social issues and Part 3 "Response" takes in love, peace and religion. The final section consists of a number of readings for the main festivals in the Christian year. A. P. Duggan's General Studies department may well have copies of *Creeds and Controversies* by Patrick Miller and Keith Pond (English Universities Press), H. Gardner and J. Slater's *Think for Yourself* (Harrap) or R. Thomas and A. P. Duggan's General Studies (Macmillan), all of which contain much useful material.

Biographies, with extracts carefully selected, can be extremely useful in showing the breadth of human experience. General Booth, John Wesley, Edith Cavell and I. K. Brunel are a much written about. Richard Wurmbrand's books in *God's Underground and Tortured for Christ* (Hodder and Stoughton) provide a very powerful account of communist persecution of Christians behind the Iron Curtain. Some of the better adventure books from the bookshelves also illustrate this theme: Nicholas Tomalin and Ron

Hull's *The Strange Voyage of Donat Crowhurst* is especially poignant.

Numerous other literary pieces can be used. Such short stories as Evelyn Waugh's *Mrs Lowndes's Little Cousin* and H. G. Wells's *The Country of the Blind* challenge many basic assumptions. Passages from Solzhenitsyn, especially *The First Circle* (Fontana) show how much we take for granted. Dramatised extracts from plays, performed by the students themselves, are an equally good source. The opening scene from Tom Stoppard's *The Real Inspector Hound* in which the critic tells of his unrequited ambition; the scene in Anouilh's *Becket* in which king and archbishop meet for the last time shows the perpetual conflict between this world and the next; pieces of Arthur Miller's *The Crucible* warn of the dangers of the unknown; Ronald Duncan's short play *The Gift* in Hutchinson Educational's *Playbill Three* collection is an excellent comment on the theme of immortality.

Extracts from records, carefully explained, can also play a part. "The End of the World" sketch from *Beyond the Fringe* illustrates the futility of staring too earnestly into the future, and the scene in which Grace Archer dies in a stable fire, recorded on a recent BBC comedy, provides the unknown, and the subsequent public outcry is also recounted, says much about how people don't like to face bad news. Newspapers and magazines contain much valuable material too—many an assembly can be built around an article in the *Listener* or *The Times Saturday Review*, or even a Calman cartoon in *The Sunday Times*. Useful books on specifically

Christian themes include J. A. Phillips' *Ring of Truth* (Hodder) which he describes how a life of close contact with biblical texts heightens belief. J. N. D. Anderson's *Christianity: the witness of the evidence for Christ's life, death and resurrection*, and Carol Ann's *The Gaping of God* (Hodder) of the church to communists in songbooks (Galliard), David K. Gordon's *Bible Stories* (Fontana) and Gordon Bally's collections of *Modern Poems* entitled *Plastic World* and *Moribund Religion* (SUN) provide thought provoking material. Poems such as Philip Larkin's "Church Going", Benjamin "Diary of a church mouse" and others from the *Oxford Twentieth Century Book of English Verse* are also a good source.

No two sixth forms are the same, and material which works well in one school may be a total failure in the next. Variety is essential, but it is what is said, and in how it is said and by whom. It is impossible also to take the temperature of an assembly carefully, and to select material which may be unusable or which fails to fulfil any useful purpose except its own glamour. But even within these limits it should quickly be possible to build up a number of themes lasting up to five days forming of a two or three year cycle of material in which both teachers and students can take an active part.

Nigel Richardson teaches History and social studies at Uppingham School.



Dramatic group exploring ideas of protection and families, from "Discovering an Approach".

Don't miss reading any of the following books written by people who profess Islam and believe that Islam has a definite message for all mankind.

Islam: Its Meaning and Message

(ed. by Khurshid Ahmad) A book of readings on Islam which unravels the range of Muslim thought of the contemporary Muslim scholars. Price: Hardback £4.50; Paperback £3.00. 2nd edition 1978.

Towards Understanding

(ed. by Abu Ali Mawdudi) 75p. Price: French hardback £1.25; paperback 75p; German 80p.

Human Rights in Islam

Abul Ali Mawdudi 60p

Woman in Islam

B. Agha Lemu and Fatima Haseen 80p

Islam: Faith and Practice

M. M. Ahmad 50p. Includes illustrations and World Map

Family Life in Islam

by Khurshid Ahmad 40p

Perspectives of Islam

(series) - 21 set

1 Islam: The Essentials.

2 Islam: A Historical Perspective.

3 Growing Up in Islam.

4 Islam: Basic Principles and Characteristics.

5 Worship in Islam.

6 Islam and Social Responsibility.

7 Islam and the Future.

8 Islam and the Environment.

9 Islam and the Arts.

10 Islam and the Sciences.

11 Islam and the Media.

12 Islam and the Economy.

13 Islam and the Law.

14 Islam and the Politics.

15 Islam and the Society.

16 Islam and the Culture.

17 Islam and the Education.

18 Islam and the Health.

19 Islam and the Environment.

20 Islam and the Future.

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182 Islam and the Future.

183 Islam and the Environment.

184 Islam and the Future.

185 Islam and the Environment.

186 Islam and the Future.

187 Islam and the Environment.

188 Islam and the Future.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant	Secondary Education	Special Education	Colleges of Further Education	Youth and Community Service	Appointments wanted
Nursery Education	Headships 38	Deputy Headships Senior Masters/Mistresses 40	Directors and Principals 50	Overseas Appointments 53	Other classifications
Headships	Remedial Posts 41	Scale 2 Posts 47	Heads of Department 50	Administration	Educational Courses 56
Other Appointments	Art and Design 41	Scale 1 Posts 47	Other Appointments 50	Local Education Authority	Personal
Primary Education	Commercial Subjects 41	Independent Schools	Colleges and Departments of Art	Child Care	Announcements 57
Headships	Domestic Subjects 41	Headships 48	Heads of Department 51	Educational Psychologists	Exhibitions 56
Deputy Headships Senior Masters/Mistresses	Economics 41	Art and Design 49	Other Appointments 51	Examiners	For Sale and Wanted and Accommodation 56
Heads of Department	English 42	Economics 49	Universities 51	Adult Education	Home Exchange Holidays 57
Scale 2 Posts	Geography 42	History 49	Fellowships, Studentships and Research Awards 51	Colleges of Education	Properties for Sale and Wanted 57
Scale 1 Posts	History 42	Mathematics 49	Colleges of Higher Education	Teachers' Centres	Typing and Duplicating 57
Middle School Education	Humanities 44	Modern Languages 49	Colleges of Education	Adult Education	
Deputy Headships Senior Masters/Mistresses	Mathematics 44	Pastoral 49	Colleges of Education	Community Homes and Associated Institutions	
English	Music 45	Physical Education 49	Teachers' Centres		
Mathematics	Pastoral 45	Religious Education 49	Adult Education		
Music	Science 45	Technical Studies 49	English as a Foreign Language		
Pastoral	Social Studies 46	Preparatory Schools			
Physical Education	Speech and Drama 46	Headships			
Other than by Subjects	Technical Studies 46	English			
	Other than by Subjects 46	Music			
	Appointments in Scotland 46				

Nursery Education

Headships

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Headships

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Headships

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